AL AIN JUNIORS SCHOOL
BRITISH SYSTEM

LESSON PLANNING SHEET

Teacher : Mr. Mohammed Elashry **Subject:** Biology	**Unit Title: 2.2 Exploring a healthy diet**	**Class/Group** 7	**Term/Date** 5th – 9th Day 1	**Period** 1

Learning Objectives (Content) ***What NEW knowledge or skills do you want the students to acquire?*** **Students will :** • Describe the components of a healthy diet.	**Relevant part of syllabus** **KS 3 BIOLOGY**
	Key/new vocabulary: food group, nutrient.
	Competency/Value: independent learning, critical thinking, care, Collaboration and planning

Active Learning Strategy: Divide students to 3 groups and each group makes a task .	**Homework or** **Out-of-School Learning:** bring examples (or pictures) of foods representing each of the food groups.
Resources Required: projector, news, articles about healthy food, Worksheet 1.2.2	**A4L:** Quiz and printed worksheet.

Application and relevance of this lesson to:
OTHER SUBJECTS: Physics without energy that make up the universe -- living organisms would not exist.
WORLD OUTSIDE CLASSROOM: keep a food diary (resource 5) of the meals that they have at home, and decide if they are balanced or unbalanced, and if not, what items could be added or removed to help re-balance the meal.

DIFFERENTIATION & EXPECTATIONS: Skills, knowledge, understanding, application etc

STUDENTS' PRIOR LEARNING: *What do they already know?*	They understand the function of the digestive system
OUTCOMES: **ALL MUST BE ABLE TO**	Identify various components of a healthy diet.
OUTCOMES: **MOST SHOULD**	Explain the function of each of the components of a healthy diet
OUTCOMES: THE MORE ABLE COULD	Critically evaluate diets with regard to health

LEARNING ACTIVITIES (through: thinking, seeing, listening, talking, doing, reading, writing etc)

Timings

5 mins

Starter: Show the students a 'healthy eating' advert and ask them to focus on the heading. Use this as a starting point to discuss and identify what a healthy eating plan might include

10 mins

Teaching Component: 10 minutes MAXIMUM- What NEW knowledge and/or skill will you teach? How?

- Explaining new vocabulary.
- Present the students with examples of different foods and ask them to suggest which of the food groups (listed in Table 1.2.2 in the Student Book) they fit into

Development: *What will they do?* Note which are Visual(V), Auditory(A), Kinesthetic(K)

10 mins max

Cooperative task

Group Activity: -Group of 3/**4** /5students

Group-1 –Ask the students to consider and justify which foods we need in our diet

Group-2 – Ask the students to devise ways of remembering the seven food groups, such as a mnemonic or a story that includes each group.

Group-3 – Ask students to consider whether or not the starter has changed their original views about what may be included in a healthy eating plan, and if so why

	Upper ability	Average/Middle ability	Those needing more assistance
Independent task	**Evaluate** diets with regard to health	**Mention** the function of each of the components of a healthy diet	With the help of the facilitator/ student complete the given work

10 mins max

5 mins

Plenary/review of learning: (5 minutes) How will you make a quick check the new knowledge/skills across all three ability groups?

Plenary: students **plan** a balanced and healthy diet for a day, **assess** each other's work, highlight reasons why the plan is good and **suggest improvements**

Evaluation: What would I do differently/better next time? To be completed AFTER the lesson.

Better resources		I will talk less		Use self-assessment		Differentiate more clearly	
Better planning		Clearer objectives		Use peer assessment		More student activity	
Use time better		Use groups		Use technology		More variety	
Better starter		Better plenary		Use key words better		More application	

Competency and Values

Communication		Problem Solving	√	Digital Competence		Critical Thinking	
Collaboration /Teamwork		Cultural Awareness/Citizenship		Creativity And Innovation	√	Independent Learning	√
Leadership And Responsibility,		Self Confidence,		Entrepreneurship,		Innovation And Self Direction,	

Global And Environmental Awareness

Respect		Integrity		Empathy		Resilience	
Honesty		Care		Tolerance			

Competency/ Value: I would encourage students to **plan** a balanced and healthy diet and judge junk food

What must you do to improve these points before the next lesson? Their ability to research on their own.